

CHECKLIST for Creating & Evaluating a Multiple-Choice Selected-Response Item (Arizona)

Use the checklist below in drafting, reviewing, evaluating, revising, and finalizing multiple-choice items.

SIGNIFICANCE OF THE ITEM

(Use a check mark to indicate “yes.” All boxes must be marked “yes” before submitting item to Coach.)

- ☐ 1. The item relates directly to a national standard and to an Arizona Standard.
- ☐ 2. The item deals with information or a concept of importance, not with trivia.
- ☐ 3. The item is tightly focused so that it will be clear why a student gets it right or wrong.
- ☐ 4. If beyond recall or knowledge level, the item asks students to use higher-order thinking skills such as:
 - Comprehending an important concept or information
 - Applying a concept/skill to a different situation
 - Making an interpretation/drawing a conclusion
 - Comparing/contrasting concepts or information
 - Analyzing and/or evaluating a claim or generalization
- ☐ 5. The item addresses sensitivity issues and the concept of “universal design” for the broadest audience.

TECHNICAL QUALITIES OF THE ITEM

(Use a check mark to indicate “yes.” All boxes must be marked “yes” before submitting item to Coach.)

- ☐ 1. The stem is a complete question or statement; the intent of the stem is clear without reading the options.
- ☐ 2. Information in the stem does not cue the key.
- ☐ 3. Negative stems are avoided.
- ☐ 4. There is one and only one clearly correct answer, and the key is indicated.
- ☐ 5. The position of the key is varied, while the order of the options is logical and appropriate.
- ☐ 6. All distractors are plausible, yet incorrect.
- ☐ 7. Overlapping options are avoided.
- ☐ 8. Options are parallel in concept, language structure, and appearance.
- ☐ 9. Options are of equal or nearly equal length.
- ☐ 10. Language usage and grammar in the stem and options are correct.
- ☐ 11. The stem and options fit correctly/appropriately with each other, grammatically and conceptually.
- ☐ 12. Complex formats in the stem, options, and overall item are avoided.
- ☐ 13. Repetitive language in the stem and the options is avoided.
- ☐ 14. Superfluous wording in the stem and options is avoided.
- ☐ 15. The item conforms to the SCASS Item Pool Style Guide for Item Format.
- ☐ 16. The use of “all of the above” and “none of the above” as options is avoided.
- ☐ 17. Items are independent to the extent possible; distractors are not used in more than one item.
- ☐ 18. Any stimulus materials fit with the stem, are of high quality, and are adequately identified.
- ☐ 19. Any stimulus materials conform to the specifications of the Item Pool.